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ABSTRACT

The study begins with an elaboration of the standards and components of an effective guidance program, which served as a reference point for the study. Three sources of data were used: (1) Student Guidance Questionnaire which was administered to a ten per cent sample of all children in grades seven through twelve in the region; (2) the Guidance Resource Inventory completed by staff members in the region's 67 schools, and the School Testing Program Inventory which incorporates the basic criteria for a sound program; and (3) a structured Interview Form used to confirm information collected by the previously mentioned instruments. Students, teachers, administrators, parents and counselors were interviewed. All instruments are included, data presented, and numerous conclusions drawn. Recommendations based on the findings were made toward the goal of their maximal utilization. The data were interpreted in the light of generally accepted standards for guidance in the schools. (TL)

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REPORT

REGION VII PACE
and
SECONDARY SCHOOLS
COOPERATIVE PROJECT

ESEA

TITLE V

FLO-THRU

GREENBRIER
SUMMERS
WYOMING
FAYETTE
RALEIGH
MONROE
MERCER

SCHOOL GUIDANCE PROGRAM STUDY

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REPORT

# of the

SCHOOL GUIDANCE PROGRAM STUDY

in

Region VII, West Virginia Schools

for the
Region VII PACE Center
in cooperation with the
school systems of the counties of:

Greenbrier
Fayette
Mercer
Monroe
Raleigh
Summers
Wyoming

A TITLE V ESEA FLO-THRU GRANT
Mercer County Board of Education - Grantee

Study Co-Leaders:

Dr. Donald A. Green, Professor and Chairman
Dr. Dean L. Hummel, Professor

Department of Guidance, Counseling and Student Personnel
College of Education, Ohio University, Athens, Ohio 45701

1969

PREFACE

This report is a result of the School Guidance Program Study conducted and administered in seven (7) counties of Region VII, West Virginia Schools, by the Regional Guidance Committee, Chairman E. W. Cooper, PACE Director, working under the direction of county superintendents, and financed by an ESEA, Title V grant with the Mercer County Board of Education.

Consultant Services were contracted with Drs. Donald A. Green and Dean L. Hummel, Department of Guidance, Counseling, and Student Personnel, College of Education, Ohio University, Athens, Ohio. Drs. Green and Hummel were identified as Co-Leaders of the study to develop and recommend appropriate instruments and procedures and to work in cooperation with Region VII personnel in carrying out the study. (The "Consultant Services Agreement" and Minutes of the March 21, 1969, Region VII Guidance Committee are contained in the Appendices of this report and detail the Phases of the Study design and approval of procedures by the Committee.)

With Region VII West Virginia Schools, serving more and a greater diversity of children and youths, and providing greater comprehensiveness of curriculum, it is significant that this study was undertaken at this time. While it is generally acknowledged that the effective teaching of appropriate curricula is the core of any school program, it is also recognized that this task is largely dependent upon accurate knowledge and guidance of the learner's personal characteristics, including his interests, potential, emotions, and attitudes.

With these principles in mind, the study undertook to determine the extent of the guidance resources in the schools, and their effectiveness as evaluated by students, parents, teachers, counselors, and administrators.

A special acknowledgement is due the County Guidance Coordinators, Counselors, Administrators, the PACE director and other participants in the study whose hospitality and effort were largely responsible for the successful conduct of the study.

This report is submitted in trust that recommendations will be carefully considered for improved guidance and learning of the children and youth of Region VII.

Co-Leaders

Donald A. Green

Dean L. Hummel

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INTRODUCTION

Guidance and counseling services in the schools are designed to provide special professional help that facilitate the effectiveness of the institutional program and assist individual pupils and in groups in matters not ordinarily dealt with in the instructional or extracurricular program. The importance of a comprehensive and balanced program of guidance services is well established by statements of standards adopted by such groups as State Departments of Education, School and College Accrediting Association, and the Council of Chief State School Officers. Following is a statement of standards for a school guidance program which is solidly supported by the above agencies. (Taken from the American School Counselor Association's *Guidelines for Implementation of the ASCA Statement of Policy for School Counselors*.)

1. *Planning and Development of the Guidance Program.* An effective guidance program in a school results from cooperative effort of the entire staff in planning and developing the program. Parents, pupils, and community agencies and organizations can also contribute toward these efforts. It is essential that the objectives of the program and procedures for meeting those objectives be clearly formulated.

In planning and development of the guidance program, the school counselor--

a. Assists in defining objectives of the program.

b. Identifies the guidance needs of pupils.

c. Assists in developing plans of action.

d. Coordinates various aspects of the program in a meaningful sequence of guidance services.

e. Assists in continued guidance program planning and curriculum development.

f. Evaluates the program and assists other members of the school staff in evaluating their contributions to guidance services.

2. Counseling. It is essential that the majority of school counselor's time be devoted to individual or small-group counseling. In a counseling relationship the counselor--

a. Assists the pupil to understand and accept himself as an individual, thereby making it possible for the pupil to express and develop an awareness of his own ideas, feelings, values, and needs.

b. Furnishes personal and environmental information to the pupil, as required, regarding his plans, choices, or problems.

c. Seeks to develop in the pupil a greater ability to cope with and solve problems and an increased competence in making decisions and plans for which he and his parents are responsible.

3. Pupil Appraisal. The school counselor assumes the roles of leader and consultant in the school's program of pupil appraisal. In pupil appraisal the school counselor--

a. Coordinates the accumulation of meaningful information concerning pupils through such means as conferences with pupils and parents, standardized test scores, academic records, anecdotal records, personal data forms, records of past experiences, inventories, and rating scales.

b. Coordinates the organization and maintenance of confidential files of pupil data.

c. Interprets pupil information to pupils, parents, teachers, administrators, and others professionally concerned with the pupil.

d. Identifies pupils with special abilities or needs.

e. Takes advantage of available data-processing equipment for facilitating the processing and transmission of pupil data.

4. Educational and Occupational Planning. In efforts to provide pupils and parents with an understanding of the pupil as an individual in relation to educational and occupational opportunities for his optimal growth and development and to promote self-direction of the pupil, the counselor--

a. Assists the pupil and his parents in relating the pupil's interests, aptitudes, and abilities to current and future educational and occupational opportunities and requirements, long-range educational plans, and choices.

b. Collects and disseminates to pupils and parents information concerning careers, opportunities for further education and training, and school curricular offerings. These activities should be provided through a carefully planned sequence and may include group and individual sessions with pupils and parents, special programs, provision of up-to-date educational and occupational files readily accessible to pupils, bulletin boards, guidance newsletters, and visits by pupils to educational institutions and business and industry.

c. Assists pupils and parents in understanding procedures for making applications and planning for financing the pupil's educational goals beyond high school.

d. Consults with school administrators and members of the school faculty relative to the curricular offerings which will meet the abilities, interests, and needs of the pupils.

e. Assists in the educational and occupational planning of pupils who have withdrawn or who have been graduated from the school.

5. Referral Work. The counselor has a major responsibility in making and coordinating referrals to both other specialists in pupil personnel services and public and private agencies in the community. Recognizing his own limitations to provide total service, the counselor--

a. Assists pupils and parents who need such services to be aware of and to accept referral to other specialists in pupil personnel services and community agencies.

b. Maintains a close working relationship in referrals to other specialists in pupil personnel services.

c. Identifies pupils with special needs which require the services of referral sources.

d. Identifies community referral agencies and their services.

e. Assists in the development of referral procedures and in the maintenance of liason and cooperative working relationships with community resources.

f. Provides a follow-up referral of agency recommendations to help the pupil and/or his family work through the problems.

g. Encourages the development and/or extension of community agencies for handling pupil referrals.

6. Placement. The counselor's role in providing placement services for individual pupils involves assisting them in making appropriate choices for school subjects and courses of study and in making transitions from one school level to another, one school to another, and from school to employment. Placement thereby involves the informational services of educational and occupational planning, pupil appraisal, and counseling assistance appropriate to the pupil's choices and progress in school subjects, extracurricular and community activities, and employment. In addition to these other types of assistance which

aid effective placement, the counselor--

a. Helps pupils and parents to make a long-range plan of study for the high school years and assumes responsibility for periodic review and revision of such plans according to need as shown by such factors as changes in the curriculum, pupil appraisal data, school achievement, the pupil's maturity, and new goals.

b. Plans with administrators and teachers (1) to provide appropriate classroom placement for pupils with special abilities or disabilities and (2) to establish procedures for course selection by pupils and grouping of pupils.

c. Help furnish pupil data to the receiving school when a pupil transfers, obtains pupil data for new pupils, and gives individual pupil data to educational and training institutions, prospective employers, and employment agencies.

d. Assists in giving pupils and parents an understanding of procedures for making applications and financial plans for attending educational or training institutions and for making application for employment.

e. Confers with admissions personnel and personnel directors and visits to educational and training institutions as well as business and industries applicable to pupils in his school.

7. Parent Help. The counselor holds conferences with parents and acts as a resource person on the growth and development of their children. Through individual or group conferences the counselor--

a. Interprets the guidance counseling services of the school.

b. Assists parents in developing realistic perceptions of their children's aptitudes, abilities, interests, attitudes, and development as related to educational and occupational planning, school progress, and personal-social development.

c. Provides parents with information about school policies and procedures, school course offerings, educational and occupational opportunities and requirements, and resources that can contribute to the fullest development of their children.

8. Staff Consulting. The school counselor works closely with members of the administrative and teaching staffs to the end that all of the school's resources are directed toward meeting the needs of individual pupils. In staff consulting the counselor--

a. Shares appropriate individual pupil data with staff members, with due regard to confidentiality.

b. Helps teachers to identify pupils with special needs or problems and keeps teachers informed of developments concerning individual pupils which might have a bearing upon the classroom situation.

c. Participants in in-service training programs, staff meetings, and case conferences through which he discusses his own role, interprets a child-centered point of view, and encourages effective use of pupil data in teaching activities and guidance services given by teachers.

d. Assists teachers to secure materials and develop procedures for a variety of classroom group guidance experiences.

e. Provides materials and information concerning such matters as the characteristics and needs of the pupil population, pupil post-school behavior, and employment trends for use in curriculum study and revision.

9. Local Research. Research in guidance is concerned with the study of pupil needs and how well school services and activities are meeting those needs. The school counselor plays a role of leadership in determining the need for research, conducting or cooperating in research studies, and discussing research findings with members of the school staff.

The counselor conducts or cooperates with others in conducting studies in areas such as the following:

a. Follow-up of graduates or pupils who have withdrawn.

b. Relationship of scholastic aptitude and achievement to selection of courses of study, class placement, and post high-school education and occupational placement.

c. Characteristics, as well as educational and guidance needs of the pupils.

d. The use of records and pupil personnel data.

e. Occupational trends in the community.

f. Evaluation of the School's counseling and guidance services.

10. Public Relations. The school counselor has a responsibility for interpreting counseling and guidance services of the school to members of the school staff, parents, and the community. All of his services in the guidance and counseling program have potential public relations value. In discharging his responsibility in public relations, the school counselor may--

a. Participate in programs of civic organizations and other community groups.

b. Prepare or furnish information for articles in school and community publications.

c. Assist in programs for presentation by radio or television.

PURPOSES AND PROCEDURES OF THE STUDY

With the needs of boys and girls in mind and the recognition of the components of an effective guidance program the study was proposed in three phases. Purposes and Procedures of the study were approved by the Region VII Guidance Committee at a meeting held at the Board of Education Office in Princeton, West Virginia, on Friday, March 21, 1969.

Phase I

Three sources of data and procedures for their collection were planned.

1. The Student Guidance Questionnaire was developed to assess student experiences with the guidance program in their schools. Basically, this assessment was designed to determine: (a) Student post-high school plans; (b) Ascertain what guidance help students were getting; (c) Identify sources of guidance help available to students; and (d) Opinions of the quality of guidance help provided.

For these purposes a ten (10) per cent sample of all boys and girls enrolled in grades seven through twelve were administered the questionnaire.

2. The Guidance Program Inventory and the Test Program Checklist were utilized in each County to identify guidance and testing services presently conducted by the schools.

3. An Interview Form was used by a team of eight (8) persons selected from the Ohio University staff who personally interviewed 65 parents, 85 students, 44 teachers, and 31 administrators of Region VII communities. The follow-up interview was intended to assess the extent to which the questionnaire and inventory data could be confirmed and to gain a sample of citizen attitude concerning the guidance needs of

pupils.

Phase II

This phase dealt with the compilation and analysis of the data collected and follow-up meetings with the Regional Committee and PACE staff. From this point on, preparation of the report of the study proceeded.

Phase III

The final phase of the study was the completion of the report and its subsequent presentation at a Regional meeting. In addition, a copy of the final report was presented to the PACE office and computer print-outs for data collected in each county were provided to the PACE Center with sufficient copies for distribution to each of the counties.

Tabulations included sums and percentages of each of the 22 items on the questionnaire by the following dimensions:

a. sex by grade
b. sex by school
Program 1
c. grade by school
d. school by county
e. county totals (7 counties) Program 2
f. grand totals by grade
g. grand totals by level
    1. Junior High
    2. Senior High Program 3
h. grand totals

The sample population consisted of 2899 respondents from 68 junior, senior or junior-senior high schools in seven counties, including:

a. Fayette
b. Greenbrier
c. Mercer
d. Monroe
e. Raleigh
f. Summers
g. Wyoming

A sufficient number of program output copies were printed to distribute results in the following manner:

Each school:

a. a copy of program 1 which contains the data for that school
b. an appropriate county summary (Program 2)

Each county superintendent:

a. program 1 copies for each school in the county
b. an appropriate county summary (Program 2)
c. a copy of the grand totals (Program 3)

Mr. E. Wilton Cooper, Director, PACE Learning Resources Center:

a. program 1 copies of every participating school
b. copies of all 7 county summaries (Program 2)
c. a copy of the grand totals (Program 3)

Department of Guidance, Counseling and Student Personnel

a. program 1 copies of every participating school

b. copies of all 7 county summaries (Program 2)

c. a copy of the grand totals (Program 3)

The remainder of this report will be organized as follows:

Chapter I, Student Opinions of Present Guidance Services

Chapter II, Guidance Resources

Chapter III, Testing and Uses of Tests

Chapter IV, The Follow-Up Interviews

Chapter V, Recommendations

Appendices

Note: The study team was composed of:

Co-leaders:	Dr. Donald A. Green Dr. Dean L. Hummel
Assistants:	William C. Culp Bradford Fenner John F. Locker Robert Moore William Perkins Warren Webster

CHAPTER I

STUDENT VIEWS OF PRESENT GUIDANCE SERVICES

The data collected in this phase of the study was obtained directly from students enrolled in grades seven (7) through twelve (12) in the schools of the seven Region VII counties. Data was collected by the use of the Student Guidance Questionnaire, Green-Hummel, Spring, 1969, Form I, an adaptation of a previously tested instrument published in The Pupil Services Series, 1960, No. 2, monograph, Ohio University. (See Appendix A)

Essentially, the questionnaire attempted to ascertain: (1) Post high school plans of students; (2) Determine the nature of help students receive in understanding their strengths and weaknesses and in making educational and career plans; (3) Identify the source (who) of help students receive, and; (4) Assess the extent to which help received was satisfactory to students. As indicated in the Introduction, the Region VII Guidance Committee approved the use of the questionnaire to be administered to a ten (10) per cent sample of all students in grades seven through twelve. On a random basis, this size sample is more than sufficient to give accurate data representative of a general population. A total of 2,899 students were administered the questionnaire. The questionnaires were administered with the cooperation and under the direction of each County Superintendent's office and by a locally identified staff member in each of the schools.

Results of the study will be reported on the entire Region with significant differences identified when county results warrant such identification. Due to the fact that the number of student respondents from reporting counties varied from 120 to 812 students, some important county differences are undoubtedly concealed when the student sample as a whole is considered.

Results of the Student Guidance Questionnaire

Post High School Plans. Table I depicts the number and percentage of students and their indication of what they intend to do after high school. It will be noted that forty-six (46) per cent of the students indicated plans to attend college, a considerably greater percentage than actually attended college in recent years.

Twenty-four (24) per cent plan to go to work immediately following high school. This statistic, as well as the college plan data, tends to be incongruent with typically offered curricula in the high schools which seem to favor college preparation with a neglect of vocational and technical education.

A study of trends in occupational plans from grades seven through twelve reveals a higher percentage of seventh graders (52%) than twelfth graders (46%) selected college as

TABLE I

STUDENT PLANS

GRAND TOTALS FOR THE SEVEN REPORTING PACE COUNTIES

College	Nursing	Marry	Technical School	Work	Business School	Military Service	Others
1321 46%	106 4%	159 5%	151 5%	701 24%	114 4%	268 9%	79 3%

their post high school plans. While this could be interpreted that students become more realistic as they progress through school, it could also mean that the non-college bound have little if any opportunity to select a plan other than college preparation prior entering high school, after which they realize the futility of planning for college upon reaching the twelfth grade level.

The percentage curve concerning work as a future intention starts at 18% for seventh graders and increases steadily to 25% for tenth graders; decreases slightly to 23% for eleventh graders; then increases considerably to 31% for twelfth graders. Perhaps some students are responding to work as an eventual rather than immediate post-school endeavor. But the figures invite the observation that many young people about to terminate their formal education are deciding that work, at least for the time-being, is the more realistic choice. This raises the question as to the nature and thoroughness of career planning, and whether or not students are prepared with any real skills required to enter a technologically structured work force.

Help in Planning

Table II shows students and percentages of their opinions regarding the guidance they are receiving and the extent to which the school program is meeting their needs.

While more than fifty (50) per cent responded "yes" to each of the seven (7) items, a number of serious questions are

TABLE II

HELP IN PLANNING

QUESTION	YES	NO	UNSURE
1. Any help in planning your program?	1807 62%	669 23%	423 15%
2. Is school program suited to your needs?	2031 70%	491 17%	377 13%
3. Ever take extra classroom tests?	2537 88%	262 9%	100 3%
4. Were the results reported to you?	2032 70%	682 24%	185 6%
5. Any help in understanding your strengths and weaknesses?	1865 64%	531 18%	503 17%
6. Did results help regarding your future plans?	1477 51%	888 31%	534 18%
7. Extra-curricular opportunities?	2410 83%	317 11%	172 6%

suggested. Twenty-three (23) per cent responded "no" and fifteen (15) per cent were unsure as to whether or not they received any help in planning their educational program. Three (3) of every ten (10) students expressed reservations about whether the school program is suited to their needs.

With regard to help received through the testing program, a declining set of responses were as follows: Seventy (70) per cent said results of tests were reported to them. Eighty-eight (88) per cent acknowledged taking standardized tests. Sixty-four (64) per cent believed the test results reported helped them understand their strengths and weaknesses. Only half, fifty-one (51) per cent believed the test results helped them in their planning.

Students responded very favorably to extra-curricular opportunities. Eighty-three (83) per cent indicated opportunities available to them. The eleven (11) per cent responding negatively and the six (6) per cent who were unsure may provide leads to those who have a lack in orientation to the total school program, or see no opportunity in activities presently offered.

Sources of Guidance Help

Table III represents the number and percentage of students indicating who has given them the most help in each of seven (7) categories.

The majority of students indicated that their parents assisted them most in dealing with personal problems. Upwards

TABLE III

WHO HAS GIVEN YOU THE MOST HELP

	COUNSELOR	TEACHER	PRINCIPAL	PARENT	OTHER	NO AID
1. Planning your school program	925 32%	557 19%	204 7%	614 21%	143 5%	456 16%
2. Post high school educational planning	552 19%	172 6%	35 1%	1264 44%	183 6%	693 24%
3. Adjusting to school life	336 12%	958 33%	122 4%	505 17%	250 9%	728 25%
4. Developing future job plans	462 16%	201 7%	32 1%	1162 40%	292 10%	750 26%
5. Dealing with personal problems	205 7%	119 4%	65 2%	1679 58%	327 11%	504 17%
6. Getting summer part time work	205 7%	77 3%	56 2%	807 28%	403 14%	1351 47%
7. Interpreting your abilities	852 29%	836 29%	46 2%	462 16%	152 5%	551 19%

of eighty (80) per cent said an adult (either parent or school staff member) helped them most. This would appear to furnish testimony that the "generation gap," at least in this region, is a fiction.

The frequency with which the counselor was cited as the most helpful person with respect to the major guidance functions (meeting in-school needs and developing post-school goals of students) was in general disappointing. It should be noted that the percentage figures do represent pooled responses of all students, some of whom have had little opportunity for counselor contact either because no counselor is or an insufficient number of counselors are available, and some who have been the beneficiaries of much counselor contact. Previous observations lend themselves to speculation that vocational development may often be occurring incidentally rather than as a planned process. It is evident, however, that many counselors are giving significant amounts of attention to the post-high school educational concerns of seniors. Predictably, efforts in this regard decline at lower grade levels except for a surge at ninth (9) grade where soon-to-be senior high pupils are making curriculum decisions.

Since only half of all respondents indicated that they were satisfied with the help received in developing vocational plans, only one student in six (6) declared the counselor to be the most helpful in making future job plans, and one out of every four (4) pupils failed to acknowledge that anyone had helped him vocationally, the most serious deficit in preparing youth from this region to take their place as contributing members of society becomes apparent. Of the senior high school students who pointed to the counselor as the most helpful person in their vocational planning, forty-seven (47) per cent were boys and girls intending to go on to college. Only thirty-seven (37) per cent were those whose vocational concerns were most immediate (those planning to enter the labor force).

The number of students who indicated that they had received no assistance in Table III categories (Who has given you the most help?) is substantial (per item average) twenty-five (25) per cent of the students.

The lack of assistance noted by some pupils in the planning of their school programs appears to have occurred because few curricular choices are available to them. Although guidance personnel render much help to students in program planning, limited course selection concerns a large number of young people (38%).

Quality of Guidance Help

Table IV shows the number and percentage of students indicating their satisfaction with guidance help received in each of seven categories. In each of the seven categories, twenty-two (22) per cent or more felt less than satisfied with help received. Only one-half indicated any help received with regard to vocational planning. One-fourth of the students could not recognize any encouragement given them by teachers

TABLE IV

QUALITY OF HELP

		SATISFIED	UNSATISFIED	NOT SURE
1.	Help received in program planning	2024 70%	314 11%	561 19%
2.	Help received regarding vocational planning	1450 50%	410 14%	1039 36%
3.	Help received regarding future educational plans	1775 61%	411 14%	713 25%
4.	Help received regarding orientation	2249 78%	313 11%	337 12%
5.	Provision of school courses	1806 62%	590 20%	503 17%
6.	Encouragement given by teachers	2144 74%	408 14%	347 12%
7.	Help with personal problems	1877 65%	400 14%	622 21%

and twenty-five (25) per cent get no help with personal problems.

Satisfaction indicated for help through orientation (78%) suggests that a number of schools, perhaps all, offer such a program, but a good portion of the student body are unaffected by it. While a sixty-two (62) per cent indicated favorable response to satisfaction with provision of school courses, the substantial percentage indicating dissatisfaction suggests that many question the appropriateness of the curriculum. A further question in this respect, as well as with other items on the Student Guidance Questionnaire, could be posed with regard to the drop-outs who were not in school when the questionnaire was administered.

Conclusions

While the negative aspects of student opinions with regard to guidance help received from the schools tend to be stressed, this should not be an inditement of the total guidance program presently offered. Rather, the conclusions should point to self-study and critical areas in which improvements are needed. The major conclusions to be drawn from the data are:

1. A substantial number of students seem to entertain unrealistic post-high school plans.
2. Unrealistic plans tend to be reinforced by a lack of comprehensive curricula offerings, especially in pre-vocational, vocational and pre-technical

educational areas, as well as an orientation program geared to these areas.

3. Career planning and work orientation seems to be stressed at the terminating high school grades rather than an earlier orientation to the world of work.
4. A substantial number of students are unaware that they have received any assistance with their educational program planning.
5. Standardized testing does not seem to be fully utilized in helping students understand their own strengths and weaknesses.
6. Students tend to look rather favorably on the opportunities provided them in the extra-curricular activities.
7. While a majority of students indicated that an adult (either parent or school staff member) helped them most, only about one-half indicated they were satisfied with the help they received in vocational planning.
8. Assistance given by counselors seems to favor attention to college bound students over the non-college bound.
9. The orientation program seems to fail in reaching a substantial number of students.
10. A serious segment of the student body is unable to recognize any encouragement given them by teachers or any help available to them with regard to personal problems.

CHAPTER II

THE GUIDANCE RESOURCES

The data reported in this chapter were collected through the use of The Guidance Resources Inventory, Pupil Personnel Series, Monograph No. 3, 1959, which was approved for this purpose by the Region VII Guidance Committee. The inventory was completed by local staff members in each of sixty-seven (67) schools with the assistance of county guidance coordinators and cooperation of the county superintendents' office.

Since the limitations of this study report would not permit a discussion of the resources for guidance services present in each school, the data are presented on a regional basis.

Table V reports a summary (grand total) of all 67 schools responding to each of four broad categories. The table reveals that in each of the categories one-half of all schools rated guidance services and their support as less than "adequate" or "very adequate."

Table VI represents the inventory data according to the ranking given each of four major categories under the heading of Personnel Resources for Guidance. While administrative leadership is rated as "adequate" or "very adequate" in 48 of the 67 schools reporting, a majority were ranked as "less than adequate" in cooperative leadership, staff and referral resources

TABLE V

GUIDANCE RESOURCES INVENTORY
GRAND TOTAL

		Very Adequate	Adequate	Lacking	Don't Know	Item Omitted
A. Personnel Resources for Guidance	Average	8	23	27	3	6
	Per cent	12	34	40	5	9
B. Facilities Available for Guidance	Average	2	20	35	3	7
	Per cent	3	30	52	5	10
C. Materials Available for Guidance	Average	5	28	30	1	3
	Per cent	8	42	45	1	4
D. Budgeted Resources--Money and Time	Average	1	12	34	12	8
	Per cent	2	18	51	18	11

TABLE VI

PERSONNEL RESOURCES FOR GUIDANCE

			Very Adequate	Adequate	Lacking	Don't Know	Item Omitted
1.	Administrative Leadership	Average	19	29	4	1	14
		Per cent	28	43	6	2	21
2.	Coordinative Leadership	Average	14	16	27	2	4
		Per cent	21	24	40	3	6
3.	Staff and Referral Resources within the School	Average	6	24	30	5	2
		Per cent	9	35	45	7	4
4.	Consultants and Referral Resources in the Community	Average	2	25	33	2	5
		Per cent	3	37	49	3	8

within the school, and consultant resources in the community. This data would tend to indicate that there is administrative leadership in support of present guidance resources and the need for improvement, but that such personnel resources required for a balanced and fully functioning guidance program are not available in the majority of the local schools.

Table VII reports inventory data of the compiled ranks given present facilities available for guidance. Of all the resources inventoried, the facilities presently available for guidance seem to be viewed most favorably. However, there are exceptions in which there is a lack of facilities in the areas of appropriate guidance resources, facilities for conducting in-service activities, and community facilities significant for guidance purposes.

Table VIII represents the rankings given for materials available for guidance. Again, there is an indication of extreme shortage of materials with the exception of educational materials which were ranked as "adequate" or "very adequate" by 62% of the schools. This ranking was verified by the survey team in their school visitations in which there seemed to an adequate supply of college informational materials, but a severe lack in occupational and career planning materials.

Table IX indicates money and time budgeted resources for the school's guidance programs. It is obvious from the data reported that both money and time are in severe shortage with regard to the support for school guidance programs. These

TABLE VII

FACILITIES AVAILABLE FOR GUIDANCE

		Very Adequate	Adequate	Lacking	Don't Know	Item Omitted
1. The Guidance Offices	Average	5	22	30	2	8
	Per cent	7	33	45	4	11
2. Storage Facilities for Tests and Guidance Materials	Average	6	42	13	2	4
	Per cent	9	63	19	4	5
3. Storage Facilities for Guidance Records	Average	9	44	8	1	5
	Per cent	13	66	12	2	7
4. Facilities for Proper Filing Ed., etc.	Average	8	40	12	1	6
	Per cent	12	60	18	2	8
5. Facilities for Filing Professional Guidance Publications	Average	7	33	19	1	7
	Per cent	10	49	28	2	10
6. Facilities for Conduct of Guidance Activities	Average	2	24	31	1	9
	Per cent	3	36	46	2	13
7. Facilities for In-Service Activities	Average	2	25	30	3	7
	Per cent	3	37	45	5	10
8. Community Facilities Significant for Guidance Purposes	Average	1	16	41	3	6
	Per cent	2	24	61	4	9

TABLE VIII

MATERIALS AVAILABLE FOR GUIDANCE

		Very Adequate	Adequate	Lacking	Don't Know	Item Omitted
1. Informational Materials	Average	7	35	21	0	4
	Per cent	10	52	32	0	6
2. Individual Analysis Materials	Average	7	33	24	0	3
	Per cent	10	49	36	0	5
3. Counseling Materials	Average	3	13	46	1	3
	Per cent	5	19	69	2	5
4. Group and Individual Guidance Material	Average	1	20	42	0	4
	Per cent	2	30	63	0	5
5. Materials Derived from or Supplementary to the Local Ed. Program	Average	4	26	34	1	2
	Per cent	6	39	51	2	2

TABLE IX

BUDGETED RESOURCES--MONEY AND TIME

			Very Adequate	Adequate	Lacking	Don't Know	Item Omitted
1.	Money	Average	1	13	34	12	7
		Per cent	2	19	51	18	10
2.	Time	Average	0	11	35	11	10
		Per cent	0	16	53	16	16

shortages were verified by a majority of the counselors and administrators who indicated that other school priorities needed to be met before appropriate money could be budgeted for trained counselors, facilities, and materials for the guidance of students.

The following pages contain the compiled data for all of the schools reporting in all of the specific categories under the headings described in Table V through Table X. This data depicts the adequacy of various aspects of guidance resources presently available and each local school in each community can compare its own resources with the data collected for their individual community in order to assess program adequacies. The numerous entries indicated in the guidance resources inventory are best utilized at the local level rather than an item by item description for this regional report.

REGION VII LEARNING RESOURCE CENTER
Projects to Advance Creativity in Education
304 Ramsey Street
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THE GUIDANCE RESOURCES INVENTORY

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PURPOSE

The Guidance Resources Inventory is a check list for systematically identifying the personnel, the facilities, th materials, and the money and time available for the school's guidance program. It is useful in assisting school administrator guidance workers, and teachers to get a clearer and more complete picture of the adequacy of the resources upon whic their guidance program rests.

The Inventory is not an evaluation instrument. It can contribute to evaluation; but it is mainly a means of system atic identification of resources. Adequate evaluation of the program will also require assessment of the guidance activiti being carried out and of the outcomes of these services in terms of changes in pupil behavior.

DIRECTIONS

A careful reading of the booklet "Identifying the School's Guidance Resources" should accompany the use of th Inventory. This booklet is available from the publishers of the Inventory.

The Inventory should be checked by several people in a school. Pooling of the reactions of guidance worker administrators, and teachers will yield a more accurate and complete inventory of resources. It will also provide oppor unity for useful discussion of the guidance program and its improvement. The Inventory should be checked by person with a reasonable background for understanding the school and its community. However, not all staff members will nor nally feel equally familiar with all aspects of the Inventory.

1. Read the Inventory through first. This will provide the general overview of its scope that is helpful in dealing with the details.

2. Check each item. Provision is made to check "Don't Know" if the checker is uninformed regarding an item It is assumed that, in any school, most staff members will have to check some items "Don't Know".

3. In Section A-4 and Section B-8 it is very desirable to keep a list of the persons and facilities in the community. The last page of the Inventory illustrates how this mght well be done.

4. DEGREE PRESENT? The four choices provided for checking are:

Very Adequate	—Check this if you believe a resource is currently sufficient to meet the guidance needs of the school at a *high level* of effectiveness.
Adequate	—Check this if you believe a resource is currently sufficient to meet the guidance needs of the school at a *minimum level* of effectiveness and should be enlarged or strengthened.
Lacking	—Check this if you believe a resource is currently entirely absent, or is available at such a low level of usefulness as to be making no contribution.
Don't Know	—Check this if you are not in a position to know whether or not a resource is actually available to the school.

HE GUIDANCE RESOURCES INVENTORY was prepared by George E. Hill, Donald A. Green, Jon K. Davis and Robert W. Schmeding.

It is published by THE CENTER FOR EDUCATIONAL SERVICE, COLLEGE OF EDUCATION
OHIO UNIVERSITY, ATHENS, OHIO

GRAND TOTALS
SIXTY-SEVEN SCHOOLS
SEVEN COUNTIES

	Very Adequate	Adequate	Lacking	Don't Know
A. PERSONNEL RESOURCES FOR GUIDANCE				
1. Administrative leadership				
a. Board of Education understands, accepts, and is concerned that there be a good guidance program	18	39	7	2
b. Superintendent understands, accepts, and is concerned that there be a good guidance program	19	39	6	2
c. The school principal understands, accepts, and is concerned that there be a good guidance program	27	37	2	0
d. Supervisors understand, accept, and are concerned that there be a good guidance program	27	29	2	2
(If there are no supervisors check here)	1	2	1	1
e. Others:				
2. Coordinative leadership				
a. There is a director of guidance or other person specifically assigned coordinative responsibility	31	22	13	0
This person meets state certification standards for his (or her) guidance position	34	16	9	2
b. In addition to the director there is (are) counselor(s) available to the pupils	11	22	32	0
The counselor(s) has (have) certification for this position	18	13	19	3
c. Clerical staff				
(1). The guidance office has a secretary	1	11	48	4
(2). There is clerical help for record keeping	2	17	41	4
(3). There is clerical help for research, tabulating and reporting	1	13	46	4
(4). Others:				
3. Staff and referral resources within the school				
a. Teachers understand, accept, and are concerned that there be a good guidance program	13	44	7	2
b. Supervisors are available for consultation on cases having instructional implications	10	39	16	2
c. School psychologist(s) is (are) available for consultative and referral assistance	1	9	50	7
d. Visiting teacher(s) or social worker(s) is (are) available for consultation and referral	5	24	33	3
Visiting teacher(s) is (are) certified as such	4	9	29	12
e. Nurses are available for physical checking of the children	10	34	20	2
f. Physician(s) is (are) available for ready referral of children needing such attention	4	20	37	6
g. Dentist(s) is (are) available for ready referral	3	15	40	5
h. Others:				

	Very Adequate	Adequate	Lacking	Don't Know
4. Consultants and referral resources in the community				
a. Parents understand, accept, and are concerned that there be a good guidance program in the school	4	24	24	9
Parents participate in activities related to guidance such as conferences, programs, supplying information	2	27	34	3
b. Consultants on occupational opportunities from business, industry and the professions are available	2	30	32	1
c. Consultants on educational and training opportunities are available	4	32	27	2
d. Professional referral resources	0	11	26	1
(1). Medical	1	24	37	1
(2). Psychiatric	1	15	46	2
(3). Counseling personnel	3	22	39	0
(4). Corrective and legal referral personnel	2	12	47	2
(5). Social service personnel	2	24	28	3
(6). Others:				
e. Supporting agencies				
(1). Young peoples' agencies (Y.M., Y.W., etc.)	1	14	46	2
(2). Religious agencies	3	40	20	2
(3). Service clubs	3	32	30	1
(4). Instructional agencies (schools and colleges)	5	36	32	1
Instructional agencies (training and apprentice)	0	13	37	4
(5). Libraries	2	33	30	1
(6). Others:				
B. FACILITIES AVAILABLE FOR GUIDANCE				
1. The guidance offices				
a. The office of the director of guidance				
(1). Private office	11	25	22	1
(2). Waiting room	5	18	32	3
(3). Others:				
b. Office for counselors	5	27	25	2
c. Counseling room(s) for staff use (teacher etc.)	1	16	40	3
d. Others:				
2. Storage facilities for tests and guidance materials	6	42	13	2
3. Storage facilities for guidance records	9	44	8	1
4. Facilities for proper filing of educational, occupational, and related guidance information materials	8	40	12	1
5. Facilities for filing professional guidance publications	7	33	19	1
6. Facilities for conduct of guidance activities	0	32	14	1
a. Classroom(s) for guidance classes	0	21	39	1
b. Facilities for guidance assemblies and large groups	2	26	21	1
c. Facilities for group testing	1	43	17	0
d. Facilities for individual testing	4	40	19	0
e. Facilities for away-from-school trips	1	12	38	1
(1). School busses or station wagons	0	14	45	0
(2). Box lunch provisions for field-trippers	0	4	44	1
(3). Others:				

	Very Adequate	Adequate	Lacking	Don't Know
7. Facilities for in-service activities				
a. Facilities for small group conferences	6	41	15	0
b. Facilities for large group meetings of faculty, etc.	5	46	12	0
c. Facilities for away-from-school visitation and observation	0	13	38	2
(1). Transportation facilities	1	11	45	5
(2). Provision for classes of visiting staff members	0	12	41	6
(3). Others:				
d. Others:				
8. Community facilities significant for guidance purposes				
a. Recreational facilities	1	14	33	10
b. Counseling service facilities	0	9	50	3
c. Instructional and educational facilities	2	16	42	2
d. Observational and visitation facilities	1	11	33	5
(1). Industrial plants	1	12	42	3
(2). Financial agencies, banks, etc.	5	33	24	0
(3). Retail establishments	5	27	27	2
(4). Wholesale and distributing agencies	0	20	39	2
(5). Agricultural establishments	2	16	42	1
(6). Professional agencies and offices	2	29	27	2
(7). Research organizations	0	4	53	5
(8). Government offices	1	18	41	2
(9). Hospitals	3	22	37	1
(10). Educational institutions	3	23	36	1
(11). Social service agencies	1	21	39	2
(12). Penal and corrective agencies	1	13	44	2
(13). Others:				
e. Exploratory facilities for work experience or participation				
(1). Industrial plants	0	6	54	1
(2). Financial agencies, banks, etc.	2	14	44	2
(3). Retail establishments	0	24	35	3
(4). Wholesale and distributing agencies	0	13	43	5
(5). Agricultural establishments	0	12	48	2
(6). Professional agencies and offices	0	13	45	4
(7). Research organizations	0	3	56	3
(8). Government offices	0	18	42	2
(9). Hospitals	1	15	43	3
(10). Educational institutions	0	15	44	3
(11). Social service agencies	0	7	50	5
(12). Penal and corrective agencies	0	4	47	3
(13). Others:				
f. Others:				

C. MATERIALS AVAILABLE FOR GUIDANCE

	Very Adequate	Adequate	Lacking	Don't Know
1. Informational materials				
a. Materials regarding educational opportunities				
(1). Library books	5	46	13	0
(2). Catalogs and leaflets from schools and colleges	12	33	13	0
(3). Educational directories, scholarship guides, etc.	9	48	8	0
(4). Displays, posters, charts on educational opportunities	5	41	18	0
(5). Others:				
b. Materials regarding vocational opportunities				
(1). Library books	7	37	19	0
(2). Occupational leaflets, monographs, and folders	9	37	19	0
(3). Displays, posters, charts on occupational opportunities	6	35	24	0
(4). Occupational magazines	4	17	43	0
(5). Others:				
c. Materials regarding personal problems, adjustment, etc.				
(1). Library books and monographs	4	32	26	1
(2). Displays, posters, charts	3	21	40	0
(3). Others:				
d. Others:				
2. Individual analysis materials				
a. Testing materials				
(1). Achievement test materials for various grade levels	11	42	11	1
(2). Mental ability tests for various age levels	8	41	14	2
(3). Aptitude test materials appropriate to school pupils	9	22	30	1
(4). Interest inventory materials, educational, vocational	9	25	28	1
(5). Adjustment inventories, problem check lists	3	20	38	2
(6). Others:				
b. Cumulative records regarding the pupils				
(1). Scholastic records	23	41	1	0
(2). Home and family	8	41	16	0
(3). Personal and social	6	34	24	0
(4). Intellectual	14	42	10	0
(5). Physical and health	4	32	28	0
(6). Experiential, exploratory, work	1	20	42	0
(7). Interests and hobbies	5	24	32	1
(8). Special aptitudes	3	19	41	1
(9). Others:				
c. Questionnaires used with pupils	5	32	23	1
d. Reports to parents, teachers, and others regarding pupils	2	44	16	1
e. Others:				

	Very Adequate	Adequate	Lacking	Don't Know
3. Counseling materials				
a. Forms for recording results of conferences	2	19	43	1
b. Forms for the arrangement of conferences	3	19	42	1
c. Recording devices for recording interviews	4	15	45	1
d. Devices for transcribing interviews	0	9	54	1
e. Others:				
4. Group and individual guidance materials				
a. Instructional booklets for pupil use in group guidance classes	0	11	52	0
b. Reading and reference materials in classrooms for group guidance	1	16	46	1
c. Reading and reference materials in library for individual and group guidance	0	30	33	0
d. Film strips and slides useful in group and individual guidance	3	26	34	1
e. Films useful in guidance	1	20	42	1
f. Tapes and records useful in guidance	2	17	43	1
g. Charts and wallposters useful in guidance	5	29	29	1
h. Materials from community sources				
(1). Booklets and publications of local employers	0	11	51	1
(2). Publications of service clubs	0	9	53	1
(3). Publications of educational agencies	0	31	31	1
(4). Others:				
5. Materials derived from or supplementary to the local educational program				
a. Systematic compilations of data from records and tests regarding pupils	7	38	19	2
b. Summaries of information from questionnaire or interviews with groups of pupils	1	22	41	1
c. Descriptive bulletins regarding school courses and offerings locally	5	27	32	0
d. Course outlines and units prepared by the staff for the guidance of teachers and available to students	2	17	46	0
e. Policy statements developed by staff and/or student groups and applicable to the life of the students in school	2	29	33	1
f. Others:				

	Very Adequate	Adequate	Lacking	Don't Know
D. BUDGETED RESOURCES—MONEY AND TIME				
1. Money				
a. Salary allotments for				
(1). Guidance staff coordinator	1	21	22	13
(2). Counselors	1	18	33	9
(3). Clerical staff in guidance	0	13	39	11
b. Salary allotments for				
(1). Visiting teachers (school social workers)	0	12	35	14
(2). School psychologists	0	2	45	16
(3). Nurses	2	15	33	13
(4). Physicians	0	6	43	14
(5). Dentists	0	5	42	15
(6). Others:				
c. Allotments for individual inventory service				
(1). Testing budget	0	5	42	15
(2). Budget for records	1	20	26	13
(3). Budget for studies and reports	0	6	41	13
d. Allotments for counseling service				
(1). See (a) above	0	12	29	12
(2). Allotments for materials and machines of aid in counseling	0	11	37	12
e. Allotments for guidance materials				
(1). For instructional materials	1	17	33	9
(2). For library materials	0	19	30	10
(3). For materials for files of occupational and educational information	4	16	29	11
(4). For film strips, films, tapes, records	3	17	30	10
(5). For wall charts and posters	2	12	36	7
(6). For field trips and visits	0	6	43	11
(7). For summaries and research reports	0	5	44	11
(8). For office materials	3	16	29	10
(9). Others:				
2. Time				
a. Ratio of counselors and other guidance workers to the number of pupils under their guidance responsibility :______	0	15	37	4
b. Ratio of teachers to pupils :______	5	33	13	4
c. Ratio of other workers to pupils				
(1). School psychologist :______	1	5	41	11
(2). Visiting teacher (school social worker) :______	0	5	41	13
(3). Nurse :______	0	11	32	15
(4). Physician :______	0	3	42	14
(5). Dentist :______	0	3	37	12
(6). Others:				

Conclusions

1. While there is an indication of strong administrative leadership in support of guidance and counseling in the schools, there is a general severe lack of back-up support in personnel for the cooperation and referral resources needed for the counseling and guidance of students.

2. Facilities for guidance tend to be spotty and seem to have been developed rather independently in some schools without regard for their place of priority in the total school program.

3. There is a significant lack of in-service activities and community facilities for guidance purposes for children and youth.

4. Educational and occupational materials are lacking in the majority of schools with the most severe shortage being in the area of occupational and career planning materials.

5. Priorities in program planning and maintenance of guidance resources are indicated as severely lacking which is an indication that these aspects of the total school program have not been given a high priority .

6. A majority of schools do not have adequate community referral resources for guidance or other pupil personnel services, and are lacking in community facilities for guidance.

7. With approximately 29,500 students enrolled in grades 7 through 12 and only 35 counselors employed, the counselor-pupil ratio is 1 - 850, far short of the recommended

ration of 1 counselor to 300 students.

8. A disproportionate number of counselors are female (25) with only 10 male counselors out of a total of 35 employed in the Region.

9. Three counties employ full-time guidance coordinators and two counties employ part-time guidance coordinators.

CHAPTER III

TESTING AND THE USES OF TESTS

To work effectively with pupils, it is necessary for teachers, counselors, supervisors, and administrators to draw on many sources of information. Test results represent one of these sources of information which can contribute significantly to aspects of student growth, provided the tests are appropriate to the goals of the individual and the school, are carefully administered, and are properly interpreted. Because this report deals with only one technique of studying students, that of testing, the reader must be particularly careful neither to ascribe undue importance to test results, nor to overlook other pertinent factors such as scholastic record, social participation, family background, medical history, and other items normally found in a cumulative record. In using only the testing program, the study team recognizes its observations and recommendations as applying only to testing and not to other aspects of appraisal information.

The instrument used for this section was the SCHOOL TESTING PROGRAM INVENTORY published by the Center for Educational Service, College of Education, Ohio University, as revised by George E. Hill and John D. Scott of the Department of Guidance, Counseling and Student Personnel (See Appendix B).

In order for a school to know what it is doing, where it is going, and to determine pupil needs and the extent to which they are being met, there must be systematic evaluation. One of the best approaches for such evaluation is a standardized testing program. The basic criteria of a sound testing program are incorporated into the questions that make up the INVENTORY. In fact, the INVENTORY can be used as a short textbook in the recognized principles of developing school testing programs.

Section I of the INVENTORY dealt with the question of existing testing programs. Since this was in a large measure determined by the county office, which, in turn, had taken its cues from a statewide testing program, little more than a few general observations can be made concerning its characteristics. The general areas of academic aptitude (intelligence), other aptitudes, interests, achievement, and in the upper grades, scholarships, for the most part were available in Region VII. However, the range of programs county by county varied from a rather complete program that followed the recommendations of the State Testing Committee to programs that appeared vague, uncoordinated, and somewhat purposeless. It would serve no purpose in this report to indicate how counties compare. The study team felt certain from the interviews and inquiries about testing that those counties lacking a coordinated program were fully aware of the situation and those with a good program knew the areas that need strengthening.

Section II of the INVENTORY that dealt with the uses of the tests has been summarized in Table X. The nine "uses"

TABLE X

THE USE OF TEST RESULTS[1]

THE USE OF THE RESULTS	YES	NO	DNA[2]
1. To aid in curriculum evaluation and planning and in the development of the school program.	77	13	10
2. To aid in the grouping of children within already established groups (such as grade groups, special classes).	78	16	6
3. To provide information for use in interpreting the school program to various community groups and agencies.	33	57	10
4. To provide information for interpreting pupil progress and adjustment in conferences with parents.	88	8	4
5. To provide information to assist teachers to improve their teaching.	84	13	3
6. To aid in identification of children with special aptitudes and special needs.	76	19	6
7. To provide information useful in individual counseling with children.	84	10	6
8. To aid the pupil in realistically evaluating his strengths and weaknesses.	80	10	10
9. To provide information to teachers for assigning marks in school subjects.	20	70	10

[1] All figures are in percentages.

[2] DNA: "Did Not Answer."

include the major areas and purposes of testing. A "yes" answer to the question would be approaching the optimum. Overall, approximately 70% of those who used the INVENTORY were able to respond positively to the items. Little use seems to be made of standardized test information in the grading process and in interpreting the school program to the community. Considerable use seems to have been made of tests results in interpreting pupil progress to parents, in helping teachers improve their teaching and in counseling with individual students.

Table XI deals with the information gathered in Section III of the INVENTORY. Again, a "yes" answer to all items considered in this section would indicate the program approaching optimal level. Overall, only 49% of those who used the INVENTORY could respond positively to the items. In general, the testing coordinator was identified and supported by the respondents and the facilities rated fairly well. Less well supported were the essentials like in-service training, the use of testing committees, activities related to actual use of the results and local involvement in test selection.

In Section IV of the INVENTORY the respondents dealt with the evaluation of the testing program. This was the least complete area of the INVENTORY. From one-fourth to one-half of the respondents failed to answer questions that required them to assess the existing strong and weak points (See Appendix B,

TABLE XI

ORGANIZATION AND ADMINISTRATION OF TESTING[1]

	YES	NO	DNA[2]
A. Coordination and Leadership			
1. Is there a system-wide testing program coordinator?	90	8	2
2. Is there a testing committee representative of some or all of the staff of the school system?	25	65	10
3. Are responsibilities in the testing program assigned to persons other than the test coordinator and/or committee?	61	27	12
4. Is there need for addition to the testing staff?	42	40	18
5. Is there need for improving the skills of the present testing staff?	45	33	22
B. In-service Training Activities Related to Testing			
1. Are in-service training opportunities provided for those who administer, score, and interpret tests?	61	37	2
2. Are in-service opportunities provided teachers for improvement of teacher-made classroom tests?	10	80	10
3. Are incentives provided the various members of the staff to make wider and better use of test results?	58	40	2
C. Selection of Tests			
1. Who is primarily responsible for selecting tests for the school testing program?			
The test coordinator	82	5	13
The testing committee(s)	33	26	41
The teachers	32	30	38
Others	46	18	36
2. What procedures are involved in selecting tests?			
Review of several possible tests	62	8	30
Try-out with pupils of possible tests	22	35	43

TABLE XI (Continued)

	YES	NO	DNA[2]
Selectors take the tests themselves	17	33	50
Other	30	20	50
Tests are selected by recognized professional and technical standards	70	3	25
3. Do those selecting tests have available to them such critical reviews of tests as the Mental Measurements Yearbook?	69	20	11
4. Is there a periodic evaluation by appropriate staff members of each test in the program to determine whether it should continue to be used?	55	23	22
D. The Administration of Tests			
1. Are tests always administered by persons thoroughly prepared to administer the tests in question?	73	21	6
2. Is there an established maximum pupil-tester ratio that is not exceeded in administering tests to groups?	37	55	8
3. Are tests never administered without making the most careful effort to help the children understand and accept the importance of the test they are about to take?	72	25	3
4. Are persons present to assist with the administration of tests to groups when desirable?	90	8	2
E. Testing Facilities			
1. Group testing:			
Are private rooms with minimum noise used?	85	15	0
Are rooms used well lighted and ventilated?	95	5	0
Is the pupil's work space always adequate as to room and privacy?	70	30	0
2. Individual testing:			
Are the rooms used entirely private?	62	25	13
Are the rooms used free from excessive noise and interruptions?	72	15	13
Are the rooms used carefully scheduled?	67	10	23

TABLE XI (Continued)

	YES	NO	DNA[2]
3. Are there adequate, carefully supervised facilities for storage and control of testing materials?	89	10	1
4. Are all testing supplies subject to continuing inventory, checked as to usability, missing items quickly noted?	79	16	5
F. Facilities and Means for Use of Test Results			
1. Are the results of tests filed in places easily available to the persons who should use them?	90	2	10
2. Are definite means employed by appropriate staff leaders to encourage wider and more thorough use of test results?	60	30	15
3. Are there counseling rooms, private and quiet, in which staff members can counsel pupils?	50	40	0
4. Are the personnel folders of the pupils carefully reviewed by staff experts, periodically, so as to be sure that test data and other material are properly organized and as easily usable as possible?	52	33	0

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[1] All figures are in percentages.

[2] DNA: "Did Not Answer."

Section IV and Section V of the INVENTORY). Because of this, the observations made by the study team will have to be even more generalized than usual. For instance, most respondents answered rather emphatically (70%) that there were no written statements available in the objectives of the school testing programs. They then followed up by indicating that the staff does have other means of understanding testing objectives and that some 65% of them received the word through other channels. This means that an informal purpose for testing exists in minds of most of the respondents and that this arrangement seems to be working satisfactorily at the present. However, from this point on, Sections IV and V suffer from at least one-third of the respondents not answering the questions. The two-thirds that completed this portion of the INVENTORY indicated some important aspects to consider in the overall testing scene. For instance, the strongest items were availability, facilities, and assistance with interpretation. The weakest and most consistently mentioned item was the lack of opportunities for staff growth in the use of the results. As would be expected, under the heading "Suggested Improvements" the emphasis was on (1) assisting teachers to better use the testing results, and (2) considering the appropriateness of the information available in finalizing testing plans.

Conclusions

1. Overall, Region VII reflects a testing program directed from the state level rather than a program locally

derived. Variations that did exist were, on the whole, minor.

2. The impetus for a testing program varied widely from county to county. Where the impetus was strong, a single person, usually designated as the testing coordinator, was largely responsible for its success or failure. There seems to be a lack of general involvement in testing matters by the rest of the staff.

3. The local purposes of testing are vague and informally defined. Against such criteria, it was difficult to measure the effectiveness of the total program. Where the purposes were defined, they were derived from the State Testing Committee rather than locally. It then became difficult to see what the testing program is actually contributing to local needs.

4. Strong support is given by others on the staff to those who have the responsibility for the testing.

5. Facilities for giving tests seem adequate, satisfactory to the respondents, and in keeping with standards of good administration.

6. In-service education to train teachers in test usage was lacking.

7. Counselor-pupil ratios would make it very difficult to handle test interpretation for individuals adequately.

CHAPTER IV

THE FOLLOW-UP INTERVIEWS

The data reported in this chapter were collected through a personal interview technique in which the interviewer used a structured INTERVIEW FORM, 5/69, Green-Hummel. (Appendix C) The study team, composed of eight members (study co-leaders, Green and Hummel, and 6 advanced graduate students at Ohio University), conducted a total of two hundred twenty-five (225) interviews throughout the seven county area.

This approach to conducting structured interviews was designed to confirm information collected by the instruments used in the study and to identify pertinent factors and attitudes held by students, teachers, administrators, and parents. Interviewers found persons interviewed to be cooperative, eager to give their opinions of school activities, and frank in their appraisal of local situations. Table XII shows the number of persons interviewed and representative samples from each county. Since local school personnel (principals and counselors) invited those who were interviewed, the sample cannot be considered as a random sample. However, it was generally agreed those interviewed were a fair representation of a cross section of the various populations sampled.

2

TABLE XII

NUMBER OF INTERVIEWS*

Counties	Students	Teachers	Administrators	Parents	Counselors
Wyoming	8	4	5	4	3
Fayette	6	3	5	4	1
Summers	6	4	2	3	
Greenbrier	16	6	3	4	
Mercer	16	10	8	26	
Monroe	8	5	3	3	
Raleigh	25	8	5	21	
Total	85	40	31	65	4

*Total of 225 interviews.

Student Sample Interviewed (85)

Students interviewed ranged in age from thirteen (13) to nineteen (19) years, were enrolled in grades seven (7) through twelve (12), of which forty (40) were girls and forty-five (45) were boys, and had been in the school system from less than one year to twelve (12) years. Courses of study in which students were enrolled included college preparation, general, and vocational with more than one half representing the general curriculum.

Teacher Sample Interviewed (40)

Teachers interviewed held positions as teachers in almost all fields of study offered in the schools with English and Social Studies teachers in the greatest numbers. Time taught in the school system ranged from one year to forty-three (43) years with an average of 10.7 years of experience. Educational level of teachers ranged from a Bachelor's Degree to Master's Degree plus.

Administrator Sample Interviewed (31)

Administrators interviewed included Assistant Principals at junior and senior high school levels, and Principals at both levels with the majority holding principalships. Service in the system ranged from one (1) year to thirty-eight (38) with an average of 13.9 years of service. Educational level of administrators ranged from a Bachelor's Degree to a Master's Degree plus.

Parent Sample Interviewed (65)

Parents interviewed had from one (1) to five (5) children enrolled in school with the average number being three (3). The occupation of the fathers ranged from unskilled labor to professional occupations, with the majority being classified in the skilled-technical range. The educational level of the thirty-five (35) mothers and thirty (30) fathers interviewed ranged from sixth (6) grade level to post Masters with the median number of years being twelve (12) years.

Counselor Sample Interviewed (4)

Counselors interviewed have spent from one (1) year to nineteen (19) years in the school system with an average of twelve (12) years of experience. Educational level of counselors ranged from Bachelor's Degree to Master's Degree plus.

Responses to Interview Questions

Question one, "What does the school do to help students make wise educational and vocational decisions?"

Comments ranged from "no specific program," made by an administrator, to "guides the children to a choice of studies suitable to their future vocational plans," made by a parent, to "don't know" made by several students. Many comments included: "provides counseling," "provides a civics unit," "holds a career day (which is not too effective)," "principal provides help," "nothing," "resource people provided," "does some testing," "forms clubs such as FFA and FHA," "scholarship aid," "parent-teacher conferences," and "visits by college recruiting people." In each of the five (5) groups there is a general underlying theme of neither teachers nor counselors having enough time for much individual work with students.

Question two, "What could the school be doing to help students make wise educational and vocational decisions?"

One seventh grader very perceptively suggested that if he could be made more aware of his abilities and opportunities at this period of his life perhaps he would be better able to make more realistic choices later on in his school career. This comment of starting earlier in school to make students more aware was a prevalent one with all five (5) groups. The methods of accomplishing this task included: "hire a counselor," "more counseling," "provide more vocational guidance activities," "provide on-the-job training," "provide a curriculum for the non-college bound," "more emphasis on vocational and technical training," "include the parents when students are making choices concerning their futures," "increase the staff with more qualified personnel," "increase the use of audio-visual materials," "provide more field trips," and, last but not least, "be more aware of the concerns of the students."

Question three, "Is this school's academic program better than, equal to, or worse than other schools of the same grades in this county?

The majority of those who responded to this question by answering "better than," were administrators, teachers, and parents. The comments which followed were: "better than, but still much room for improvement," "better than other schools in the area but none are as good as they should be," "we have bigger and better curriculum," "we have better facilities," "better based on my observation of the results of standardized tests given," "better because students are more qualified for college," and "better because we get a higher type kid."

The "worse than" comments included: "curriculum too limited," "poor facilities," "limited choice in curriculum for seventh and eighth grades," "teacher shortage," and "one student suggested that his school was worse than others in the area because it was easier to get good grades than the school he had previously attended."

Question four, "What recommendations would you suggest to improve the general educational experiences of students who attend schools in the county?"

The recurring comment in all five (5) groups relevant to this question had to do with better qualified and more teachers. Other comments are listed in order of their frequency: "more teacher supervision and evaluation," "more vocational education," "more counselors and improved facilities," "need to develop better school-community relations," "broader curriculum," "need for closer contact with parents," "better school facilities and equipment," "improve library facilities," "more remedial programs," "need for a well developed testing program," "more concern for students by teachers," "more cultural activities," "elementary and junior high counselors, consolidation," "more student involvement in school policies," "need for resource centers," "in-service training for teachers," "up-to-date texts, de-emphasize athletics," "need to close the credibility gap between administration and teachers," and "more special teachers."

Conclusions

1. Interview responses tend to confirm a knowledge of certain guidance assistance available in schools where counselors are employed but stress the lack of sufficient counselors and teachers with time identified for individual work with students.

2. All groups interviewed are of the opinion that more counselors and specifically organized guidance programs are needed.

3. Students and parents, especially, suggested earlier attention to career planning and more vocational and work study opportunities.

4. Both parents and students were emphatic in the need among school staff members for a greater recognition and demonstration of interest in student concerns.

5. Most persons interviewed felt their own local school was as good or better than other schools in the area but emphasized needed improvement in curriculum, facilities and better prepared teachers.

6. Interviews brought the opinions that there is a real lack of communication among administrators, teachers, and parents.

7. Interviews tended to confirm the results of data reported from the Student Guidance Questionnaire, the Guidance Resources Inventory, and the Test Program Inventory.

8. Parents and students suggested a more equal proportion of male to female counselors.

CHAPTER V

RECOMMENDATIONS

1. In order for the findings of this report to be maximumally utilized for the improvement of guidance and counseling services to students, the data should be interpreted in light of generally accepted standards for guidance in the schools. Such standards are established by State Departments of Education, Accredicating Associations for Schools and Colleges, and the Council of Chief State School Officers. *Guidelines for Implementation of the ASCA Statement of Policy for School Counselors* appear in the introduction of this report as one major reference for this purpose. In addition, generally accepted standards include the following:

> Each school shall have a comprehensive and workable program of guidance services.
>
> a. Guidance Services shall include individual counseling, group guidance, and assistance to teachers and other staff members on guidance problems.
>
> b. The School Counselor Certificate shall be required of persons employed as counselors. The counselor pupil ratio shall be at least 1 counselor to 300 students.
>
> c. Each school shall provide physical facilities, staff, materials and equipment for the guidance program.
>
> d. The guidance program shall be centrally coordinated with appropriate functions decentralized among the staff members.
>
> e. Teachers shall utilize all opportunities presented in the classroom and in extracurricular activities to achieve guidance objectives through group discussions,

specific projects, and assistance on individual pupil problems.

f. Nonschool resources, in conformance with established policy, shall be utilized in the guidance program.

2. Each junior and senior high school and county should utilize this report as a basis for setting immediate and long range priorities for improving the guidance and instructional programs.

3. An immediate effort should be initiated to provide guidance and counseling services in the elementary schools, beginning with appropriate teacher conducted guidance activities and curricular materials, dealing with self concept development and learning about the world of work.

4. Appropriate pre-vocational exploratory opportunities should be provided students, especially at the junior high level and group guidance activities should be initiated with the objectives of teaching a realistic basis for educational and career planning for all students.

5. Duty statements describing the counselor's functions should be established and adopted by the schools.

6. More attention should be given to the non-college bound and potential dropouts in assisting them in their self knowledge and opportunities available to them.

7. A well planned in-service program should be established for the purpose of developing better understanding and providing help for student conflicts. A serious attempt to develop better communication among school staff, students, and

community should be a part of this program.

8. Facilities for guidance and community resources should be improved. For a counselor to be effective, he must be identified with an office that affords privacy for counselees and must be recognized as a source for making referrals that can help students.

9. Materials for guidance (including appropriate tests and their proper uses), especially of the type related to career development and occupational choice should be provided for all students.

10. An immediate review of the standardized testing programs should be undertaken, locally derived objectives determined, and staff decisions reached on the selection and use of tests.

11. A deliberate attempt should be made to provide teachers with the opportunity to learn about tests and their uses.

12. Budget for guidance and testing should be identified and ear-marked for this purpose and clear lines of responsibility should be established for counselors and guidance coordinators.

13. A deliberate effort should be initiated to identify and encourage staff members with guidance potential to pursue counselor training.

14. As the region provides more opportunity for vocational education, procedures should be established for orienting students with regard to these programs, and planned

cooperative efforts with vocational school personnel should be developed for selection and placement of students.

15. It is recommended that the leadership of Region VII utilize this report for the purpose of establishing priorities for initiating and improving guidance and counseling services to students, and that such priorities be submitted in proposal form to appropriate agencies where support can be obtained.

APPENDIX A

STUDENT GUIDANCE QUESTIONNAIRE

This questionnaire is given for an important reason. It will enable us to decide what services in your school need more attention and what can be done to improve these services for you and the students who will follow you.

I. Please indicate your choice by placing a check (✓) in the appropriate blank:

What do you think you are most likely to do when you finish high school:

____ go to college

____ go to a school for nursing

____ get married

____ go to a trade or technical school

____ go to work

____ go to a business school

____ go into the Military Service

____ other: ____________________

II. Please indicate your choice by placing a check (✓) in the appropriate blank:

	Yes	No	Not Sure
1. Did you receive help in planning your school program?	____	____	____
2. Do you think your school program is suited to your needs?	____	____	____
3. Has your school ever given you any tests other than classroom tests?	____	____	____
4. Have you been told the results of these tests?	____	____	____
5. Has knowing the results of these tests helped you better understand your strengths and weaknesses?	____	____	____
6. Has knowing the results of these tests helped you think about your future plans?	____	____	____
7. Has the school provided you with opportunities for activities other than classroom work?	____	____	____

Adapted from Pupil Services Series, 1960, No. 2
Authors, George E. Hill and Dale Nitzschke
Ohio University, Athens, Ohio

III. Please check (✓) the one who has given you the most help in the following areas:

	Couns.	Teacher	Principal	Parent	Other	No Help
1. Assistance in planning your school program.	____	____	____	____	____	____
2. Assistance in educational plans after you finish high school.	____	____	____	____	____	____
3. Assistance in getting adjusted to school life.	____	____	____	____	____	____
4. Assistance concerning future job plans.	____	____	____	____	____	____
5. Assistance with personal problems.	____	____	____	____	____	____
6. Assistance in getting part time or summer employment.	____	____	____	____	____	____
7. Assistance in the interpretation of your abilities.	____	____	____	____	____	____

IV. For the following items please indicate your choice by putting a check (✓) in the appropriate blank:

	Satisfied	Unsatisfied	Not Sure
1. The help you received in planning your school program.	____	____	____
2. The help you received concerning future vocational plans.	____	____	____
3. The help you received concerning future educational plans.	____	____	____
4. The help you received to get you acquainted with the school when you first entered high school.	____	____	____
5. The provision of high school courses.	____	____	____
6. The encouragement you have received from your teachers.	____	____	____
7. The help you have received in dealing with personal problems.	____	____	____

V. Name________________________School__________________Grade______
Sex: Male____ Female____ Age____ Birthday____ ________ ________
day month year

Green - Hummel
Spring 1969
Form 1

SCHOOL TESTING PROGRAM INVENTORY

This instrument is intended to help school staff members to take a critical look at their testing program. It is concerned mainly with the standardized tests administered to groups of children and to individual pupils.

Not all testing programs should be alike. There is need for flexibility and individuality among schools. Therefore the emphasis in this inventory has been put upon checking and evaluation in the light of local purposes and the local controlling conditions.

DIRECTIONS

1. HOW TO COMPLETE THE INVENTORY

Section I. Test Activities for the School Year

This is a factual accounting for the testing program. Not all staff members would be in a position to fill out all of this section. It is desirable to have a duplicated copy of the district's testing program in hand when checking this section.

Section II. Uses to Which Test Results are Put

Before answering "yes" or "no" to each item the staff member should try to provide explanatory descriptions of what is done in each area, if anything. If actual practices can be listed, the answer should be "yes". Suggestions for improvement at each point would be very useful.

Section III. Organization and Administration of the Testing Program

For the most part this is a factual report. Where spaces are provided, however, evaluation comments are appropriate.

Section IV. Evaluation of the Testing Program in the Light of its Objectives

This section, except for items 1 and 2, provides an evaluative review of Sections I-IV. However, the organization has been changed deliberately to encourage a fresh and functional look at the whole program. Note that parts 4 and 5 are organized into the same seven points.

Section V. Suggested Improvements in the Testing Program

The staff member is asked to recommend changes in the program, using the same outline as was used in Section IV for strength and weaknesses.

2. WHO SHOULD FILL OUT THE INVENTORY

This SCHOOL TESTING PROGRAM INVENTORY should be filled out by all staff members. These should include the teaching staff, administrators, supervisors, counselors, psychologists, test coordinators and the like.

Exchange of reactions to the INVENTORY among staff members constitutes one of its chief uses. Experience has shown that staff members usually differ in their evaluative—and even in their factual—reactions to a given testing program.

3. HOW THE INVENTORY RESULTS SHOULD BE INTERPRETED

The INVENTORY is mainly an aid to staff understanding. It is a guide to program improvement, not a standardized evaluation instrument. While comparisons between schools or systems, based on the INVENTORY, might well be helpful, these should be indulged in on a strictly professional basis and only after agreement among those responsible for the programs of the schools concerned.

This inventory was originally developed by George E. Hill, C. Warren Bratcher, and Donald V. Johnson. It was revised by George E. Hill and John D. Scott.

Published by:
The Center for Educational Service
College of Education, Ohio University
Athens, Ohio
Revised edition—1960.

School system ______________________ School year ______________

Inventory checked by ______________________ Date of inventory ______________

SECTION I. PROJECTED TEST ACTIVITIES FOR THE COMING YEAR

If insufficient space is provided for all tests administered in a given school year, separate sheets may be used and inserted in the inventory.

Grade	Tests	Form	Date Adms.	Who Adms.	Scored by	Where Recorded	Accessible to
KG.							
1							
2							
3							
4							
5							

Grade	Tests	Form	Date Adms.	Who Adms.	Scored by	Where Recorded	Accessible to
6							
7							
8							
9							
10							

Grade	Tests	Form	Date Adms.	Who Adms.	Scored by	Where Recorded	Accessible to
11							
12							

AVAILABLE INDIVIDUAL TESTS

Name and form, to whom available, by whom administered, by whom interpreted, conditions under which interpreted.

SECTION II. USES TO WHICH TEST RESULTS ARE PUT

It is not suggested that all of the uses listed below should be employed in any given school system. Nor is it suggested that all possible uses are here included.

This list will help the staff identify and evaluate their uses of test results and may suggest additional fruitful uses not now employed. It is very important that, after each "yes" check, a descriptive statement be made that actually illustrates the use in question.

The results of the tests given are used—	YES %	NO %
1. To aid in curriculum evaluation and planning and in the development of the school program	77	13
Explain:		
2. To aid in the grouping of children within already established groups (such as grade groups, special classes)	78	16
Explain:		
3. To provide information for use in interpreting the school program to various community groups and agencies	33	57
Explain:		
4. To provide information for interpreting pupil progress and adjustment in conferences with parents	88	18
Explain:		
5. To provide information to assist teachers to improve their teaching	84	13
Explain:		

	YES %	NO %
6. To aid in identification of children with special aptitudes and special needs	76	19
Explain:		
7. To provide information useful in individual counseling with children	84	10
Explain:		
8. To aid the pupil in realistically evaluating his strengths and weaknesses	80	10
Explain:		
9. To provide information to teachers for assigning marks in school subjects	20	70
Explain:		

10. Other uses not mentioned in this list: 15%

SECTION III. ORGANIZATION AND ADMINISTRATION OF THE TESTING PROGRAM *

This section is divided into parts each labeled with a capital letter.

A. *Coordination and Leadership*	YES %	NO %
1. Is there a system-wide testing program coordinator?	90	8
Name:		
Title:		
2. Is there a testing committee representative of some or all of the staff of the school system?	25	65
Is this a committee for the elementary schools?		
Is this a committee for the secondary schools?		
Does this committee represent the entire system?		
Is there a written statement of the duties of this committee?		
Are the duties of this committee informally defined?		
3. Are responsibilities in the testing program assigned to persons other than the test coordinator and/or committee? If "Yes," Who?	61	27
4. Is there need for additions to the testing staff? Explain:	42	40
5. Is there need for improving the skills of the present testing staff? Explain:	45	33

B. *In-service Training Activities Related to Testing*	YES	NO
1. Are in-service training opportunities provided for those who administer, score, and interpret tests? Explain:	61	37
2. Are in-service opportunities provided teachers for improvement of teacher-made classroom tests? Explain:	10	80
3. Are incentives provided the various members of the staff to make wider and better use of test results? Explain:	58	40

*See Table I

	YES %	NO %
C. *Selection of Tests*		
1. Who is primarily responsible for selecting tests for the school testing program?		
The test coordinator?	82	5
The testing committee(s)?	33	26
The teachers?	32	30
Others:	46	18
2. What procedures are involved in selecting tests?		
Review of several possible tests?	62	8
Try-out with pupils of possible tests?	22	35
Selectors take the tests themselves?	17	33
Others:	30	20
Tests are selected by recognized professional and technical standards?	70	3
3. Do those selecting tests have available to them such critical reviews of tests as the *Mental Measurements Yearbook?*	69	20
4. Is there a periodic evaluation by appropriate staff members of each test in the program to determine whether it should continue to be used?	55	23
D. *The Administration of Tests*		
1. Are tests always administered by persons thoroughly prepared to administer the tests in question?	73	21
2. Is there an established maximum pupil-tester ratio that is not exceeded in administering tests to groups? If so, what is this ratio?	37	55
3. Are tests never administered without making the most careful effort to help the children understand and accept the importance of the test they are about to take?	72	25
4. Are persons present to assist with the administration of tests to groups when desirable?	90	8
E. *Testing Facilities*		
1. Group testing:		
Are private rooms with minimum noise used?	85	15
Are rooms used well lighted and ventilated?	95	5
Is the pupil's work space always adequate as to room and privacy?	70	30
2. Individual testing:		
Are the rooms used entirely private?	62	25
Are the rooms used free from excessive noise and interruptions?	72	15
Are the rooms used carefully scheduled?	67	10
3. Are there adequate, carefully supervised facilities for storage and control of testing materials?	89	10
4. Are all testing supplies subject to continuing inventory, checked as to usability, missing items quickly noted?	79	16

F. *Facilities and Means for Use of Test Results*

	YES %	NO %
1. Are the results of tests filed in places easily available to the persons who should use them? Explain:	90	2
2. Are definite means employed by appropriate staff leaders to encourage wider and more thorough use of test results? Explain:	60	30
3. Are there counseling rooms, private and quiet, in which staff members can counsel pupils? Explain:	50	40
4. Are the personnel folders of the pupils carefully reviewed by staff experts, periodically, so as to be sure that test data and other material are properly organized and as easily usable as possible?	52	33

SECTION IV. EVALUATION OF THE TESTING PROGRAM IN THE LIGHT OF ITS OBJECTIVES

	YES %	NO %
1. Is there a written statement of the objectives of the school's testing program?	15	70
If so, attach a copy to this inventory. How was this statement developed? By whom? When?		
If not, does the staff have some means of understanding the objectives of the testing program? Explain:	65	10
2. Are these testing program objectives in harmony with the stated philosophy and objectives of the whole school program? Explain:	57	10
3. Is the testing program coordinated from kindergarten (or grade one) through grade twelve—		
Through recurrence of a given type of test (or types of tests) at various grade levels?	77	5
Through use of tests in orientation programs at appropriate transition points?	46	18
By the use of tests of different types but with comparable norms?	51	16
By the establishment and use of locally developed norms?	37	20

4. **What are the strong points of the testing program?** 33% did not answer this section

(1). As to the tests used, their scope, and their appropriateness to the needs of this school system?

51%

(2). As to the coordination and management of the program, including adequacy of staff participation in policy-making?

38%

(3). As to facilities for administration, actual administration of tests, and scoring facilities?

46%

(4). As to the availability of test results to those who might well use them? Include the condition of pupil personnel folders.

58%

(5). As to the assistance provided in the interpretation of test results to teachers?

42%

(6). As to the assistance given the pupils in using the test results so that they may become increasingly self-understanding and so that their learning may be most effective?

46%

(7). As to the general school staff program for growth in understanding of and use of the results of the testing program—the in-service opportunities?

31%

Strong points not covered above:

1.5%

5. **What are the weak points of the testing program? (Using same outline as in #4 above)**

33% did not answer this section

(1). Tests used, scope, appropriateness

36%

(2). Coordination and management

18%

(3). Facilities, administration, scoring

35%

(4). Availability of results

12%

(5). Assistance with interpretation—teachers

35%

(6). Interpretation to individual pupils

28%

(7). Opportunities for in-service staff growth

43%

Weak points not covered above:

15%

SECTION V. SUGGESTED IMPROVEMENTS IN THE TESTING PROGRAM

33% did not answer this section

What improvements in the testing program do you recommend?

18%

(1). Tests used, scope, appropriateness

35%

(2). Coordination and management

18%

(3). Facilities, administration, scoring

26%

(4). Availability of results

16%

(5). Assistance with interpretation—teachers

35%

(6). Interpretation to individual pupils

28%

(7). Opportunities for in-service staff growth

35%

Improvements recommended but not covered above:

11%

APPENDIX C

(Circle One) STUDENT TEACHER ADMINISTRATOR PARENT

INTERVIEW FORM

INTRODUCTORY REMARKS: (Statement of interview purpose)

PERSONAL DATE: (Complete the appropriate section)

A. Student: Age____, Grade ____, Sex____, Time in System________

Course of Study______________________.

B. Teacher/Admin.: Position______________, Time in System_______

Educ. Level__________________.

C. Parents: No. Children in school____, Time in Community_______

Father's Occupation_________, Ed. Level of Parents:

Mother_______________, Father______________.

Interview

1. What does the school do to help students make wise educational and vocational decisions? (Be as specific as possible.)

2. What could the school be doing to help students make wise educational and vocational decisions? (Be as specific as possible.)

3. Is this school's academic program better than, equal to, or worse than other schools of the same grades in this county?

4. What recommendation would you suggest to improve the general educational experiences of students who attend schools in this county?

5/69 - Green
Hummel

ACCOUNT NO. ____________

APPENDIX D
CONSULTANT SERVICES AGREEMENT

WE, Dr. Dean L. Hummel and Dr. Donald A. Green

ADDRESS Ohio University, Athens, Ohio 45701

AGREE TO SERVE AS CONSULTANTS to the Mercer County Board of Education, 1420 Honaker Avenue, Princeton, West Virginia (Grantee)

AND ITS AGENTS at the Learning Resource Center (PACE), 304 Ramsey Street, Bluefield, West Virginia in Region VII, West Virginia School Guidance Program Study

being conducted and administered in the eight counties of the Region by a Regional Guidance Committee, Chairman E. W. Cooper, PACE Director, working under the direction of the eight county superintendents and financed by an ESEA, Title V grant with the Mercer County Board of Education, the Grantee.

AND TO PERFORM AND FURNISH the following specified services as outlined below:

Region VII West Virginia
School Guidance Program Study

Co-Leaders of the Study

Dr. Dean L. Hummel, Professor and Chairman, Dept. of Guidance, Counseling, and Student Personnel, Ohio University

Dr. Donald A. Green, Professor, Guidance, Counseling, and Student Personnel, Ohio University

Study Team Members

Advanced-graduate students in guidance at Ohio University - all of whom have local school and work experience.

Region VII Guidance Committee and members of the staff of PACE Learning Resources Center.

CONSULTANT SERVICES AGREEMENT

Study Plans

Phase I - March to June 1969

A) Meeting with Regional Committee and PACE Staff.
B) Collection of base data.
Use of: (1) student guidance questionnaire
(2) guidance program inventory
(3) teacher, administrator, and parent opinions
(4) personnel and other resource data collection
C) Follow-up interviews with a sample of students, teachers, counselor administrators, and appropriate community members.

Phase II - June to August 1969

A) Compilation and analysis of data collected.
B) Follow-up meeting with Regional Committee and PACE Staff.
C) Preparation of draft report of the study.

Phase III - September 1969

A) Completion of study report.
B) Presentation of report to Regional Meeting to be held at Concord College, Athens, West Virginia.

Budget

Co-Leaders (20 days)	$2,000.00
Study Team (20 days)	1,000.00
Actual travel and Per Diem Expenses	1,000.00
Not to Exceed a TOTAL	$4,000.00

(Payment to be made upon completion of portions of specified services.)

It is understood that the Study Team would be assisted in several ways by the PACE office and the Regional VII Guidance Team.

First, the PACE Learning Resources Center would print and assist in the distribution of data collection materials.

Second, the Center would assist in arranging meetings involving the personnel of the Region.

CONSULTANT SERVICES AGREEMENT

Third, the Center would provide personnel to assist in the location and introduction to school and other personnel to be interviewed as a part of the follow-up phase of the study. In-Region transportation would also be furnished the Study Team while conducting school visitations and follow-up aspects of the study.

Fourth, the Center would receive a copy of the final report and would print multiple copies as needed for distribution.

We are not full-time employees of the State of West Virginia.

Social Security No. 284-12-0316 Social Security No. 523-34-6313

Deon S. Hummel
Signed

February 24, 1969
Date

Arnold A. Green
Signed

February 24, 1969
Date

Accepted: Date Feb 24, 1969 Approved:

1. Region VII Superintendents Association's Guidance Committee

Authorized Signature

W. R. Cooke W. R. Cooke
Financial Office, Superintendent
Mercer County Board of Education
GRANTEE

2. Director-Region VII PACE Cente

E W Cooper
E. W. Cooper
Chairman-Region VII Guidance
Committee

3. J. Price Dyer
Price Dyer, Business Manager ir
charge of Finance, Mercer Coun
Board of Education

MAY 9 1969

APPENDIX E
MINUTES
REGION VII GUIDANCE COMMITTEE
March 21, 1969
Princeton, West Virginia

The Region VII Guidance Committee met at the Board of Education office in Princeton, West Virginia, on Friday, March 21, 1969, at 10:00 a.m. with the following members present:

ROLL CALL

Mr. E. W. Cooper, Director-Region VII PACE Center, Chairman
Mr. Irvin S. Maddy, Superintendent, Summers County
Mr. Jesse W. Morgan, Administrator of Federal Programs, Wyoming County
Mr. Gerald L. Short, Math Supervisor, Wyoming County
Mr. David L. Hypes, Administrator of Federal Programs, Fayette County
Mrs. Irene M. Fitzwater, Coordinator of Guidance, Fayette County
Mr. William H. Boothe, Guidance Director, Greenbrier County
Mr. Clyde R. Crosier, Director of Federal Programs, Monroe County
Mr. Sherman C. Trail, Assistant Superintendent, Raleigh County
Mrs. Mary L. Klaus, Guidance Director, Raleigh County
Mr. W. R. (Pete) Cooke, Superintendent, Mercer County
Miss Marguerite Miller, Testing & Counselor Director, Mercer County
Dr. Dean L. Hummel, Ohio University, Consultant
Dr. Donald A. Green, Ohio University, Consultant
Mr. James M. Gilreath, Educational Information Specialist, PACE

PURPOSE

The purpose of this meeting was for the Committee to work with Dr. Dean L. Hummel and Dr. Donald A. Green, consultants and co-leaders of the Region VII Guidance Committee Study, to complete all preliminary plans to expedite the first phases of the study and the guidelines to be followed.

REPORT OF CHAIRMAN E. WILTON COOPER

Chairman E. W. Cooper gave a report of the project and the progress made to date. He stated that the study would be only as good as we make it and that no county would be expected to do anything that it felt would be detrimental to that county. He also stated that any publicity resulting from the study findings would be approved by counties before being released so that local school officials would be in control of any publicity. Following these introductory remarks, the Chairman introduced those present, and Dr. Dean Hummel spoke briefly to the group. He then presented the various instruments that he recommended to be used in the study for consideration.

APPROVAL OF STUDENT QUESTIONNAIRE - FORM I

Mr. Morgan moved that the Committee approve the Student Questionnaire Form, presented by Dr. Green, as the official instrument to be used with students in the study. The motion was seconded by Mr. Trail and passed unanimously.

Dr. Green stated that any structured sampling of six percent or more of the students would be sufficient to make the study valid. Following a discussion of the number involved, the following motion was made:

Moved by Mr. Morgan that the questionnaire be administered to ten percent of each class 7 through the 12th grade in the secondary schools in the counties involved. The motion was seconded by Mr. Trail and unanimously passed by the group.

QUESTIONNAIRE TO BE ADMINISTERED TO ENGLISH CLASSES

Mr. Morgan moved that the Student Questionnaire be administered in English classes to every 10th student on the Roll, starting with number 1 (one). Example: 1, 11, 21, etc. Motion was seconded by Mr. Hypes and passed unanimously.

It was moved by Mr. Morgan that the Heading on the instrument used with students be

REGION VII LEARNING RESOURCE CENTER
Project to Advance Creativity in Education
304 Ramsey Street
Bluefield, West Virginia

____________________________School ____________________________County

Seconded by Mrs. Fitzwater and passed unanimously.

APPROVAL OF FORM II - STUDENT TESTING PROGRAM INVENTORY, FOR USE IN COUNTY AND SCHOOL

It was moved by Mr. Trail that Form II, presented by Dr. Hummel, be the official instrument to be completed by counties and schools and that Section I of that form be completed by the county guidance director or testing coordinator and that an official in each secondary school complete Sections I, II, III, IV and V where appropriate including standardized tests only. Seconded by Mr. Maddy and passed unanimously.

APPROVAL OF FORM III - GUIDANCE RESOURCE INVENTORY

It was moved by Mr. Trail that Form III, Guidance Resource Inventory, presented by Dr. Hummel, be approved for use and that it be completed one to a school by the principal and counselor. Seconded by Mr. Morgan and passed unanimously.

DEADLINE FOR COMPLETING QUESTIONNAIRES

Mr. Morgan moved that a deadline be set for April 25, 1969, to return the completed forms to the PACE Center in Bluefield in order to expedite the study. Seconded by Mrs. Klaus and passed unanimously.

VISITATION DATES SET

Dr. Hummel announced that the team from Ohio University would be visiting counties and schools to conduct interviews between April 28 and May 23, 1969. The Committee concurred.

CHAIRMAN EMPOWERED TO WORK OUT OTHER DETAILS

Mr. Morgan moved that the Chairman be empowered to work out schedules for the visiting team to work in counties and any other details necessary to expedite and enhance the study including dates of future meetings. Seconded by Mr. Maddy and passed unanimously.

COUNTIES TO FURNISH TRANSPORTATION FOR STUDY TEAM

All counties agreed to furnish the transportation for the study team from Ohio University while in a county and a local staff member to go with the team to different schools.

ADJOURNMENT

After thanking the group for the wonderful cooperation in the meeting, the Chairman declared the meeting adjourned.

Respectively submitted,

E. Wilton Cooper
Chairman